**Information Literacy Action Plan**



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Information Literacy Action Plan

**Need**

Today’s students are growing up in a world of information access and overload. Books, reference materials, computers, smart phones, i-pads, Kindles, and more allow students to locate almost anything in a matter of moments. But, with so many options and resources how can they sift through all of this information to evaluate and determine what they need and what is an accurate and high quality resource? This question can be answered by implementing an information literacy plan into our school’s curriculum.

**Definition**

Information literacy is a person’s, ”ability to locate, organize, evaluate, manage, and use information. These skills lay the groundwork for success in every phase of a student’s life both in and out of school “ ("S.O.S. for Information Literacy." *S.O.S. for Information Literacy*. N.p., 07 Mar. 2006. Web. 27 Apr. 2013).

**Overview of Standards**

The Illinois Standards Aligned Instruction for Libraries [(I-SAIL)](http://www.islma.org/ISAIL.htm) will be the guide when determining what information literacy skills will be implemented into our curriculum. The purpose is to, “empower, educate, and encourage school library information specialists to plan strategically with other teachers to incorporate information literacy skills in lessons and thereby provide college and career readiness for students” ("I-SAIL 2011." *Illinois School Library Media Association*. N.p., 04 Aug. 2012. Web. 27 Apr. 2013). The five I-SAIL standards are listed below. A link to each grade level’s standards which also incorporates Common Core is listed below the standards.

**I-SAIL Standards**

* **Standard 1:** Access information efficiently and effectively to inquire, think critically, and gain knowledge
* **Standard 2:** Evaluate information critically and competently
* **Standard 3:** Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society
* **Standard 4:** Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth
* **Standard 5:** Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes.

**Grade Levels**

* [**Kindergarten**](http://www.islma.org/pdf-ISAIL/K%20ISAIL%202011.pdf)
* [**First**](http://www.islma.org/pdf-ISAIL/1ST%20ISAIL%202011.pdf)
* [**Second**](http://www.islma.org/pdf-ISAIL/2ND%20ISAIL%202011.pdf)
* [**Third**](http://www.islma.org/pdf-ISAIL/3rd%20ISAIL%202011.pdf)

**Suggestions for Implementation**

This information literacy action plan would be introduced to the K-3 staff in my building during a group meeting in the IMC.

1. Define Information Literacy: I would ask staff what they think information literacy means for our students. Ideas would be recorded on the Smart Board. I would then define information literacy for the group. We would discuss why these skills are important for students today.
2. I-SAIL standards would be introduced through the ISLMA [website](http://www.islma.org/ISAIL.htm). I would explain how these standards are aligned with Common Core which is currently being implemented into our curriculum. I would pass out a copy of the I-SAIL standards to each grade level, K-3. For example, first grade teachers would receive the first grade standards.
3. The Big6 model would be introduced to staff on the Smart Board through their [website](http://big6.com/). The Super3 model, which is geared toward K-3 students, would be introduced through their [website](http://big6.com/pages/kids/grades-k-6/presentations/super3-dinosaurs.php). Three toy dinosaurs would be on each table where the staff is sitting for the presentation. One dinosaur would have a sign around its neck that says “plan,” one would have a sign that says “do,” and one would have a sign that says “review.” Each staff member would receive a copy of the dinosaur slides. They would also receive a copy of [posters](http://big6.com/pages/kids/grades-k-6/games/super3-coloring-pages.php) to display in their rooms.
4. To demonstrate the Big3 model, teachers will divide into their grade level groups and complete an activity based on the [Animal Detectives](http://www.informationliteracy.org/plans/view/1790/back/6)  lesson plan from the S.O.S for Information Literacy [website](http://www.informationliteracy.org).
   1. Staff will pretend they are students in their grade level. They will be animal detectives while researching petting zoo animals in preparation for a field trip to the zoo. Each group will be assigned one animal: goats, sheep, horses, or chickens.
   2. At the group’s table will be fiction and non-fiction books on their animal, a children’s agriculture magazine with info about their animal, and two web addresses with information on their animal. The websites are:
      1. <http://www.kidsfarm.com/farm.htm>
      2. <http://www.enchantedlearning.com/coloring/farm.shtml>
   3. The “students” will work together to obtain facts about their animal to include on a poster which they will present to the class.
   4. To “plan,” students will separate the fiction and non-fiction materials. Students will use the non-fiction books and magazines and the websites listed to obtain facts about their assigned petting zoo animal. Students will need to decide who will research the books and who will research online.
   5. To “do,” each student will be responsible for obtaining at least one fact about their animal. That one fact should be written down on the group’s poster. Next, each group member should think of one question to ask the petting zoo guide on the field trip. The questions will also be written down on the poster.
   6. To “review,” the group should read through the facts and questions on their posters to determine if it is a complete sentence. They should discuss what they learned from their research that they can use again in the future.
   7. Each group will take a turn presenting their poster to the class. Each student will read their fact and the question they will ask the petting zoo guide.
5. After the conclusion of the activity I will facilitate a discussion with staff on how they feel the Super3 model and this Information Literacy Plan can be implemented into their classrooms. I will explain that I will use this model along with the I-SAIL/Common Core information literacy standards during my library lessons, but there will be an even greater impact on student learning if it is adopted on a building wide level.
6. A potential roadblock would be staff feeling overwhelmed by being asked to incorporate another standard/model/concept/etc. into their curriculum. I would ease their concerns by explaining the Information Literacy Standards would already be incorporated into the curriculum since they are already aligned with Common Core Standards. I would explain that the Super3 model is something they are probably already doing as well, but maybe not in a formal way. Several teachers user KWL charts which uses a similar three step thought process. The three steps are easy for students to remember, the plan, do, review rhyming phrase used in conjunction with the dinosaur themed handouts I provided them will make it fun and easy for students to remember.
7. Staff would be given time to work together within their grade level to discuss how they could incorporate the information literacy standards and the Super3 model into their curriculum. Each grade level would then briefly share one lesson they could incorporate the Super3 model into.
8. After the conclusion of the meeting I would send out an email asking for feedback from staff on the training they received on the information literacy plan and Super3 model. This would let me know if that staff is embracing the concept and what additional support and/or training may be needed as it is implemented.